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Affected school districts and the Litchfield Park Land and Development Company requested this study for a master plan for an educational and facility program covering early childhood through college for a new city of 100,000 in Arizona. The purpose of the center is to be of service to parents (1) in providing for the developmental well-being of their children and (2) in achieving increasing effectiveness in their parental skills. Children (from infancy through 7 years) will be grouped on a continuous progress basis, the determining factors being the individual's developmental characteristics, needs, and stage of learning. A plan for staffing, an inservice training program, and categories of future research relating to parents, children, and staff are outlined. "A Source Report for Developing Parent-Child Educational Centers" (PS 001 588) also concerns this study. (DO)

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A Plan of Action

FOR

Parent-Child Educational Centers

COLLEGE OF EDUCATION • ARIZONA STATE UNIVERSITY, TEMPE

(A National Institute for Mental Health Project,

No. 1RO1 MH15046-01:

A Parent-Child Approach to Mental Health)

JUNE • 1968

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A PLAN OF ACTION FOR

PARENT-CHILD EDUCATIONAL CENTERS

by
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(A National Institute of Mental Health Project
No. 1R01 MH15046-01:
A Parent-Child Approach to Mental Health)

June 1968

TO: The Litchfield Park Area Community
The National Institute of Mental Health
The Educational Facilities Laboratories, Inc.

Presented herewith is a plan for developing and operating Parent-Child Educational Centers, conceived as the beginning units of a public school system to serve the new city and the adjacent areas.

This aspect of the public education program grew out of a major study undertaken by the Bureau of Educational Research and Services of Arizona State University. The study was requested by the affected school districts and the Litchfield Park Land and Development Company, a wholly owned subsidiary of the Goodyear Tire and Rubber Company, who sought a master plan for an educational and facility program covering early childhood through community college for the area.

The special study for early childhood education was made possible by grants to the University from the National Institute of Mental Health and the Educational Facilities Laboratories, Inc.

The research and planning associated with the special study was accomplished by the staff, with the help of an Advisory Committee. The names of staff, campus consultants, and the Advisory Committee are listed on the inside front cover of this document. In addition, nationally recognized consultants were used to supplement the staff. The consultants used were Dr. J. McVicker Hunt, Drs. Cynthia and Martin Deutsch, Dr. Mary Lane, Dr. Glen Nimmicht, and Mrs. Kathryn Arnold. Dr. Eli Bower in his official capacity in NIMH was very helpful.

Three published documents have resulted from the study. They are this report entitled "A Plan of Action for Parent-Child Educational Centers" which should be read in connection with the first one entitled "Parent-Child Educational Centers: The Rationale," and "A Source Report for Developing Parent-Child Educational Centers", a detailed document reporting all the research and planning associated with the study.

In their tentative stages the reports were read by nationally known consultants who were asked to criticize the materials. Many of their suggestions have been incorporated in the final reports. The readers were Dr. Lois Murphy, Dr. Urie Bronfenbrenner, Dr. Martin Deutsch, and Dr. Mary Lane.

Numerous meetings have been held with representative parent and school groups in the Litchfield Park Area. Their ideas and suggestions were invaluable.

Concurrently with the development of program has been a study of needed facilities supported by the Educational Facilities Laboratories, Inc. This aspect of the study is also nearing completion and plans and models for the facilities are available.

The Planning Committee feels the entire effort has been an innovative and challenging one. Its principal strengths are its advocacy of mutual planning by parents, professional staff, and the community and a continuous

growth educational program. While many aspects of the proposal have been or are in operation, the staff believes, from its research, that its numerous phases have not been previously brought together into a feasible totality affecting children from infancy through seven years of age.

The next step is a demonstration project to try out and further research the various propositions in the study. Those associated with the study are committed to this next step.

The undersigned and their colleagues in the study are grateful for the opportunity of having participated. The directors are especially thankful for the outstanding contribution by all members of the staff, the Advisory Committee, and the Consultants.

Respectfully submitted,

Harold E. Moore

Harold E. Moore, Project Director

Irving W. Stout

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Figure 1 A Community In The New City 2
(Showing Neighborhood PCEC'S for Approximately 300 Children Ages Infancy to 7 Years; Modified Education Parks for Children Ages 8-13 and the High School. All schools are Within Easy Walking Distance of Children's Homes).

Figure 2 Proposed Neighborhood Facility For A Parent-Child Educational Center 17

Figure 3 Floor Plan Of Proposed Facility To House PCEC Program . 18

A PLAN OF ACTION FOR PARENT-CHILD EDUCATIONAL CENTERS

Parent-Child Educational Centers are proposed as the beginning units of the Litchfield Park Area public school system. They are seen as the first step in carrying forward the overall plan for a community school with a continuous growth program.

Litchfield Park, as a newly planned city estimated to reach a population of 100,000 and more, offers a challenge in educational planning for young children.

Here will be brought together traditions of the families in the established communities of Litchfield and nearby Avondale and those of families coming from many parts of the country as the new city develops.

The community plan of neighborhoods with a pathway system offers a unique opportunity for establishing educational centers as intimate parts of the lives of the families in each neighborhood. (See Figure 1)

Why Parent-Child Educational Centers are Proposed

The establishment of these Centers is proposed because of the fundamental importance of the early years of childhood as indicated by the findings of scientific research and because of parents' constant and continuing concern with their parenting skills.

A Parent-Child Educational Center is a coordinating activity purposing to serve both parents and children from infancy through seven years and is carried on through the mutual initiative and involvement of parents and professional staff.

The basic purpose is twofold, i.e., to be of service to parents, (1) in providing for the developmental well-being of their infants and young children, and, (2) in achieving ever increasing effectiveness in their parenting skills.

It is recognized that the public school does not customarily concern itself with infants and children below what is commonly thought of as school entrance age. Nor are the everyday concerns of parents incident to the care and guidance of their children a matter to which the school usually gives much attention.

However, research indicates a wide range of learnings as taking place during infancy and the early years, it points to the significance of these learnings as basic to all later learnings, and underscores parent guidance

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Note: This is Chapter 6 from "A Source Report for Developing Parent-Child Educational Centers", College of Education, Arizona State University, Tempe, Arizona, June 1968.

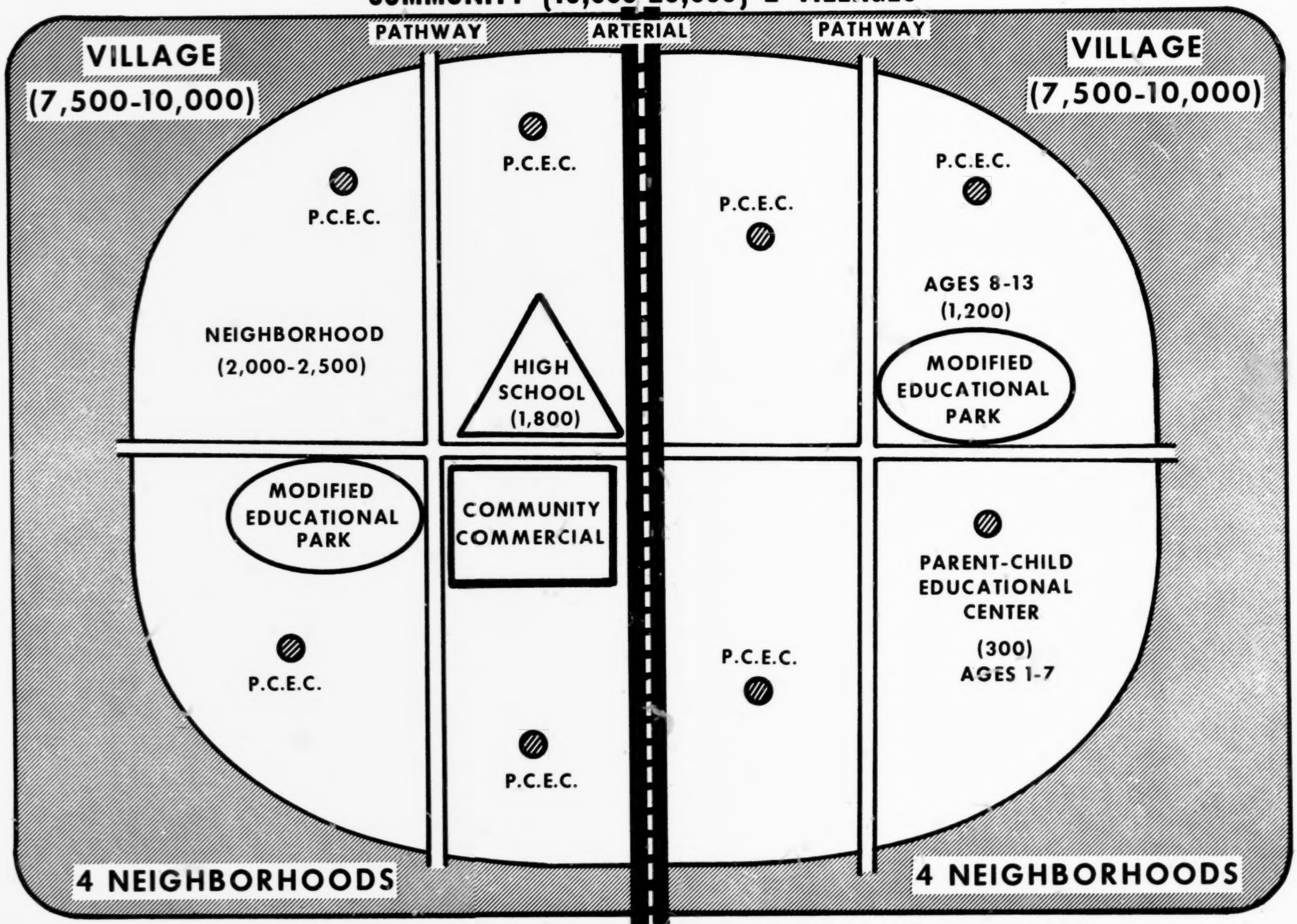

Figure 1. A COMMUNITY SHOWING THE TYPES AND LOCATIONS OF SCHOOLS IN THE NEW CITY

of them as being of profound import.[1]

Thus both the learnings of the early years and the concern of parents with their parenting skills in providing for their children's developmental well-being are seen as properly a matter of interest to a public school accepting the concept of a Continuous Growth Program.

Nature of the Program

By definition the purpose of the Parent-Child Educational Centers is to serve parents and young children. Likewise indicated is the mutual involvement of parents and professional staff. This is a basic and distinguishing feature of the program.

It is to be expected that the program of one Center will differ from that of another, since different parents, children, and staff are involved. However, certain fundamental conditions form the framework for all programs.

As Concerns the Children

Experiences and guidance provided will be fitted to the children's individual development. The inclusion of infants and young children may raise the question as to whether it is the intention to push the usual school learnings down to them.

No. It is rather the intention to base the educational experiences made possible for them through the findings of research about infant learnings being carried on continuously by such leaders in the field as Martin and Cynthia Deutsch, Lois Barclay Murphy, Urie Bronfenbrenner, and J. McVicker Hunt.

The concern with individual development as it proceeds from infancy onward is a marked feature of the program. There is no time set for a child to "begin school." This will vary with the child. "School" days will come sooner for some than for others. Thus what is usually thought of as transition from home to school will take place naturally for the children who from infancy or little childhood on are accustomed to being at the Center and with other children. School, as the term is used here, is taken to mean the expected, planned, sequential learnings related to reading, writing, mathematics, language, use of materials, music, social living learnings, etc.

The usual school learnings will be given full attention. The approach to them will be no haphazard laissez-faire approach but definite, thoughtful, planned. Learnings will not be left to chance nor will the children be left

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[1]For annotated bibliography of pertinent research see Appendix C, "A Source Report for Developing Parent-Child Educational Centers", College of Education, Arizona State University, Tempe, Ariz. June, 1968, and for a resume of selected research basic to the concept of the Parent-Child Educational Centers as proposed, see Chapter II of the same report.

to happen upon them as best they may. Teachers will be fully qualified under Arizona certification laws and will be familiar with the expectations of Arizona outlines of accomplishments for children of designated school age. They will be persons familiar as well with up-to-date research in the field of children's learning, with sound teaching methods, and with teaching aids useful in working with different developmental groups.

In the Parent-Child Educational Centers there are no limits set on the extent of any child's learning. Each may proceed at his own rate. To make this possible the children are not divided into the usual grades. Groupings are those which come about naturally on the basis of similar interests, abilities, and achievements. With such a set-up it is to be expected that many children will move into structured school learnings much earlier than usual and progress in them more rapidly. However, a child who might move at a more leisurely rate would be equally free to do so.

As Concerns the Parents

Parents are involved <u>both</u> in planning and in carrying out plans. It is natural that this should be so since they, more than all others, are interested in their children's developmental well-being and in their own parenting skills.

Parent involvement is of a twofold nature: (1) participation in planning and in carrying on the activities of the Center, and (2) participation in using the facilities of the Center and joining in the activities they have helped to plan.

Parent involvement includes both fathers and mothers. It is not "problem" involvement to be discontinued as the problem reaches solution. It is a continued-interest involvement. It is to be expected that it will vary from time to time and from family to family.

The facilities and activities available to parents at any given time will depend on the planning they and the professional staff do together. These may include any or all of the following: setting up and use of a parents' resource center with books, pamphlets, printed materials relative to children and to parenting skills; observation of the children in different groups followed by discussion with the appropriate staff member; small study-discussion groups; counseling with professional staff members; arrangements for exchange services in purchasing records, books, toys, etc., or in providing for help in some emergency; arrangement for home loan of toys, books, records; instruction in various areas of interest to parents as individuals, e.g., painting, arts and crafts, writing, drama, etc.; utilization of center facilities for parent and family recreation.

Participation of parents in working with the developmental groups of children or in providing services for them will depend on individual parent interest and is entirely voluntary. Possible activities include: serving as assistants in the various developmental groups; bringing varied experiences to the children, e.g., story telling, music, nature lore, etc.; helping provide facilities for the children's activities, e.g., selection of equipment; preparation of materials, arranging for trips and other special experiences; arranging for groups of children to come to a home for some planned-for activity.

Emphasis here, and throughout, is on parent (father, mother) involvement. Involvement is not necessarily limited to them but may under appropriate circumstances extend to grandparents, interested relatives, and to neighbors who may have no children in school or only older ones.

General Characteristics

The program is flexible in its possibilities for modification and change; diversified and varied because of the numbers of parents and staff planning it; evolving as ideas emerge and are acted upon; challenging in its purpose to find answers to practical questions relating to children's developmental well-being and to parenting skills such as: What does best provide for the developmental well-being of children as shown by the scientific research continually going on? How can the findings of that research be put into practical operation in working with the children? What are the parenting skills which parents themselves recognize as effective? What are the tangible evidences that developmental well-being is being achieved? How can the children's eagerness to learn best be nourished and kept intact? How can parents and professional staff so arrange situations that learning for each child will move along as a continuum? Searching to find answers to such questions serves to keep the program fresh, alive, vital.

By definition the Parent-Child Educational Center is a coordinating activity. There is coordination of parent and professional staff interests, competencies, and services. There is coordination of provisions for the children so that the teaching fits individual children's abilities and stages of development with no child pushed ahead of or held back from what he can do.

There is coordination of services within the Center and coordination of those services with those of the various community agencies. As would be expected in a new community some needed services will have their beginnings in the Center later to become a general community service as the appropriate agency becomes established.

Planning the Program

Planning of the program devolves upon both parents and professional staff. Mutuality of planning is an essential and distinguishing feature of the Parent-Child Educational Centers. It is only the parents who can bring to the planning the understanding they have of their own children; the ideas they have of what they want for them including their school learnings; the values they have for their family; the ideas of how the Center program can be useful to them in their parenting and of what they can bring into it.

The members of the professional staff bring to the planning their basic understanding of children's development and learning; their special knowledge and skills in various areas; their leadership knowledge and abilities; and their overall view of the possibilities of the Center's program.

Mutuality in planning is an active working relationship in which both parents and professional staff offer ideas, consider ideas, accept or modify them and come up with an agreed upon working plan.

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Initiative in planning stems either from parents or professional staff and in varying degrees at varying times. An essential aspect of planning is providing for the encouragement, acceptance, and utilization of the leadership implied in the word "initiative," whether this comes from one parent or several, or from one staff member or several.
Continuum in planning is essential in an evolving program. Planning must go on continually not only about what to do but about how to do it. This includes planning for keeping activities moving steadily ahead both as concerns children and parents under the varying conditions that arise.

Program Functioning

Program functioning is illustrated in the following account of

One Family's Experience

Six-year-old Sally Jean D---- has been enrolled at the Litchfield Park Parent-Child Educational Center for about six months. She is a busy little girl. Her Mother and Father drop in at the Center frequently to watch her as she goes about the day's business. They say they like to do it in order to keep up with what she talks about at home.

Often one sees Sally Jean at the library table poring over the books. She is intrigued with learning to read. Part of the time she is with one of the small groups of six-year-olds that the teacher is helping with reading. Other times one finds her with the seven-year-olds. This has been happening more and more frequently. The teacher is keeping a close watch to be sure, as she does with all the children, that Sally Jean is reading accurately and that she understands what she is reading.

Often one will find the child at the Science corner with other children "discovering" what the magnet will pick up and what it will not, or measuring the length of a sprout on seeds being watched from day to day, or working with the pulley or the scales, or any one of the different projects under way at the time.

Many times during the day Sally Jean works by herself at the typewriter, or any one of the teaching machines where the children can test their own word recognition or their skill in handling mathematical facts.

Sally Jean's family came from another state and another type of school system. Her parents were skeptical at first lest, in the free informal non-graded set-up of the PCEC she might not acquire the school learnings and school skills that they want her to be sure to have. They liked the idea of the child's being able to progress at her own individual rate but still they felt that there should be some structured group work

in school by the time a child is in the first grade which Sally Jean was in the other school.

They have felt reassured since they found that there is group work, and that full attention is given to what is usually thought of as the various school learnings. They have seen the children gathered in small groups for planned learnings. They have seen drill sessions. Indeed they have seen the children drilling themselves both individually and in small groups, as well as when the teacher has gathered them for that purpose.

Sally Jean has a brother just past three, and a baby sister of ten months. When Sally Jean was enrolled it was explained that the Center's activities begin with infants and go right on through the seventh year, and that the enrollment of the younger children would be welcomed. It was also explained that in the PCEC the parents who wish to be so are actively involved and that Mr. and Mrs. D----'s involvement would be welcomed.

However, they said they felt that getting settled in a new community and with Mr. D---- in a new position they would rather not commit themselves to anything, at least at first. Both Mr. and Mrs. D----, though, did welcome the opportunity to visit whenever they wished to see Sally Jean at work and to talk with the teachers about details of it.

That brought up the question of how Mrs. D---- could arrange for the younger children when she came to visit. It was explained that if arrangements were made in advance the baby, Betty, and the little boy, Danny, could join the younger groups for the time Mrs. D---- was observing Sally Jean and the groups she was in. The Director explained something of the activities of the younger children and suggested that Mrs. D---- might be interested in observing those children, too.

She was and was interested to find that from the infants on there were planned activities fitted to the abilities of the children and that there was a great variety of equipment for them to use so that they were truly having educational experiences.

In talking over the possibility of enrolling the two younger children there was considerable discussion about the length of time they might be there during the week. Both Mr. and Mrs. D---- had always felt strongly about wanting to have their children at home until school age. But this was different. Here they could decide with the teacher and Director how long each one should be there, and on what days, and the fact that there were many different activities which they could see were educational greatly interested them. The Director particularly mentioned that they liked to have the babies there during their waking time because there were so many activities for them.

Further, Mrs. D---- had seen, on the days when she was observing, that with the informal arrangement of both space and schedule Sally Jean often dropped by, in the course of her activities, to say hello to the baby and to Danny and even to stop to play with them a few minutes.

One of the things that had made them hesitate about enrolling them had been that they were a little concerned that pressure might be put on them to, as Mrs. D---- put it, "get on with school too soon." She and Mr. D---- had friends whom they felt were pushing their children too fast and they did not want to do it.

However, both of them had watched Danny and Betty in the short times they had been there and felt satisfied that there was no pushing. It did interest them though that there was planned learning which the little ones could take or leave.

Finally it was decided to enroll them, and it was arranged that they would be there on the same days, leaving Mrs. D---- free to join one of the discussion groups at the Center where special attention was being given to infant development and learning.

Meanwhile, neighbors who were actively involved in the PCEC had been talking with both Mr. and Mrs. D---- about themselves enrolling as active participants. When they demurred about committing themselves to specified involvement, a neighbor who had been in on the planning of the Center from the beginning showed them the wide range of possible involvement and the wholly voluntary nature of it.

This neighbor invited Mrs. D---- in one morning when she herself was "involved" in exhibiting a new litter of puppies to successive small groups of children from the Center. She told how different parents and the teachers often planned together for the children to go to one home or another for different kinds of activities. As an example she cited her next door neighbor who, on a given morning each week had a story-reading hour for whatever group the teachers arranged to have come. Usually there were about five or six children in the group. In another home a father arranged to give a work-bench hour, as the children called it, usually about every two weeks, depending on when he could plan some free time. This home activity, it was explained, was something that had grown gradually since the opening of the Center and varied from time to time. Often it had come to be something regular as in the instances cited but often it was a one or two-time matter.

It was when the two younger D---- children had been enrolled in the Center about two months that the Center Planning Group arranged for an evening all-parent meeting for general discussion of the activities of the Center.

Arrangements were made so that High School students would do the necessary baby-sitting in the various homes. This was easily possible since high school students were often in the Center both for observation and participation and the children knew them. Further, the observation and participation included discussions both in their high school class and with the Center teachers on the general characteristics and guidance of the children with attention to baby-sitting responsibilities as well as responsibilities when they were participating in the groups at the Center.

It was after this general all-parent meeting that Mr. and Mrs. D---- joined the parents enrolled as actively involved in the Center activities. At that meeting the General Planning Group had arranged for each Parent-Involvement Group to give a brief report of its work in order that everyone might know the full range of parent involvement as well as any immediate needs.

One of the immediate needs mentioned was for fathers who could and would be willing to give some time in the different developmental groups of children. Both the chairman of the Center Planning Group and the Director spoke of the importance felt in having both men and women working with the children. Mr. D---- joined the group of fathers interested in giving such time. It was left to the Parent-Involvement Group planning this participation to work out convenient schedules with them.

Different Parent-Involvement groups took a few minutes, each, to bring up questions that seemed to call for general discussion or to give general information on the work of that particular group. The group concerned with exchange of home and school observations of the children's learning had asked for time for discussion of ways for getting a free flow of details noted that would be useful to both parents and teachers.

By request a part of the meeting was given to discussing the activities with the infants and those under two since the details of an educational program for these little ones was something many of the parents had not had the opportunity to look into before.

Even before the Center had opened, during the year of pre-opening preparation, a parent-involvement group had formed and concerned themselves with studying this matter. It was this group that led the discussion at the meeting.

They referred to materials which had been gathered and made available in the Resource Area at the Center. They mentioned that at the request of several parents with infants plans had been made for forming a study group where there would be opportunity for all who wished to go more deeply into a study of the current research in this field. The general plan for this study group was for a two hour session weekly for six weeks, though this would be subject to the wishes of those who wanted to enroll for it.

Mr. and Mrs. D---- found that this all-parent meeting was typical of those held periodically as a sort of clearing house for information and suggestions. Usually there would be general discussions of some particular phase of the children's learnings, as in the instance of the

infant learnings at this first meeting that the D----'s attended. They were told that whatever the subject might be, parents would speak both from the angle of what they had observed at home and of what they had noted in their observations at the Center. The teachers would give the overall picture as they saw it as the children went about their daily activities together. Then there would be general discussion.

At the time of enrolling Sally Jean when the Director invited Mr. and Mrs. D---- to come to visit any time they wished, she explained that the teacher would always sit down with them following their visit to talk over details that interested them.

This made it possible, from the beginning, for them to be intimately aware of even little details of the child's learnings. With the same kind of discussions taking place when Danny and Betty were enrolled, it provided a picture of continuous learning from infancy on through each year.

When Danny had been at the Center about three months, (he was about 3-9 then) Mrs. D---- mentioned to the teacher that he had been picking up books at home and "reading" and she and Mr. D---- wondered if it could be possible that he might be what they called an early reader, and what they should do about it. They talked over together the Center's philosophy of letting each child go ahead at his own rate, so if Danny did turn out to be an early reader, fine. They talked about how the fact that he was surrounded with reading at home, as well as at the Center, and had opportunity to drop in on reading groups at the Center, made it natural for him to think of himself as reading, too. So it was agreed that Mr. and Mrs. D---- and the teachers would watch developments and while they would not push him, neither would they do anything to hold him back.

The same sort of thing was happening with Sally Jean in her writing, spelling and mathematics. More and more she had moved into the groups of older children. Both the teachers and Mr. and Mrs. D---- noticed the ease and accuracy with which she used new words, the growing clarity of her concepts of time, space, distance, quantity, and the facility with which she formed conclusions from facts at hand and generalized from one situation to another.

Mr. and Mrs. D---- in their observations and active work with the children in the Center groups had seen the teachers working with the children to help along just such learnings. The means of doing it were often discussed in their talks together. Many times Mr. and Mrs. D---- provided experiences at home that tied in with some detail that the teachers were giving special attention at the Center. Just as often the teachers utilized some happenings that the parents told about to help along some specific school learning.

Sally Jean's rapid progress at the Center and the increasing time spent with the older children has raised the question of what will happen

when those children move on to the next unit of the public school system. Will Sally Jean move with them? Will she be expected to stay longer at the Center since she will not then be seven?

Mr. and Mrs. D---- have raised these questions, both with the teachers and the Director. The answer pointed out to them is that the basic philosophy of the public school of a Continuous Growth Program means that what seems to be best for the child can be done. So teachers and parents are waiting developments.

Following is a general description of the plan which is proposed for providing for the operation of the program as it functioned with the D---- family above described. The more specific details of the plan will be worked out during the period of pre-opening preparation as parents and professional staff work together getting all in readiness for the Center's opening. (see page 16)
The Center Planning Group. It is proposed that each Center shall have a continuing planning group made up of seven parents and seven professional staff members with the Center Director an additional member. Membership in this group, it is suggested, shall be on a rotating basis with two parents and two staff members to be replaced each six months. Members should be so selected that different developmental groupings of children are represented with both fathers and mothers included though not from the same family.

The selection of the first Center Planning Group probably would be made by the Program Director, the Center Director, a parent representative and a professional staff representative.

The Center Planning Group would be responsible for considering general plans for Center activities, for bringing in suggestions of services needed, for planning formation of parent-involvement groups as interest indicates. Thus it will serve as a clearing house for suggestions and as an advisory group in defining needs, in suggesting ways to meet them, and in recommending policies.
Parent-involvement groups will be formed as interest and need indicate with membership on a voluntary basis. A group may be formed on either parent or professional staff initiative, cleared through the Center Planning Group. Any parent-involvement group will continue for whatever time is needed to accomplish the purpose for which it is formed.
Center time-schedule. It is proposed that the Centers will be open twelve months a year and during the day and evening six days a week with hours depending upon the various activities of the children and parents and the recommendations of the Center Planning Group.
Enrollment. Since this is a public school it is expected that children of regular school age will be regularly enrolled for the usual expected school attendance. Infant and younger children will be enrolled for regular attendance also, but for such days and hours as parents and professional staff in talking the matter over together deem advisable. This regular enrollment of children is necessary for the orderly functioning of the Center.

Parents who are willing to be actively involved in participating in the Center activities will also be enrolled. The time and nature of their involvement will be a matter of mutual planning by them and the professional staff.

Details for making provisions for children of working mothers will be

worked out in light of needs that present themselves. Through mutuality in planning it is hoped that arrangements can be made so that the working time of the mothers who wish to have their children at the Center will still allow for their involvement in Center activities and that the time the children are there will coincide with that of the other children.
Grouping of the children will be on a continuous progress basis, the determining factors being the individual child's developmental characteristics, needs, and stage of learning. It is to be expected that the groupings will fall into three units, i.e., Unit I, those under three years; Unit II, those three, four and five; and Unit III, those six and seven. There will be free natural movement from one to the other and overlappings can be expected.

Infants and young children (Unit I.) It is expected that unless there is some pre-arrangement to the contrary a parent of an infant or child under three will be at the Center during the time the child is there, either observing, consulting with some staff member, helping in one or another of the groups, or in some other way being involved in the Center activities. It is recognized that parents who may not have an infant or young child enrolled and who may not themselves be actively involved in the Center activities may still wish to come for an observation, consultation, etc., and may need to bring the child with them. By pre-arrangement the child may be left under the educational guidance[2] of the appropriate teacher.

Mutual planning of parents and professional staff may determine that facilities for Unit I be available from 9:00 to 11:30 on MWF and from 1:00 to 3:30 on TTH, leaving the afternoon hours in the one instance and the morning hours in the other free for teachers to work with parents. This may be for talking together at the Center or with the parent or parents at their homes when this is their wish. It is to be expected that parents may often find it more convenient to have a teacher come to the home and scheduled time is so arranged that this is easily possible.

Children three, four, five (Unit II) will attend on an individually arranged basis. Thus one child may attend three days a week, another four, but whatever the arrangement it should be regular.

Facilities for the three and four year-old children may be on MTWTh from 9:00 to 11:30 (or 12:00) as decided. The five-year-olds will attend on a five day basis from 9:00 to 12:30 or in an afternoon session.

Children six and seven (Unit III) will be moving definitely into more organized sequentially planned school learnings in accordance with the expectations of Arizona for the first and second grades of the public schools. There will be the customary five day week for these children with sessions from 9:00 to 2:30 or other stipulated programs.
Vacations may be arranged through mutual planning as suited to the best interests of children and parents. However, the vacation periods customary for the schools of the State will be observed in general with individual variations as indicated. Care will be taken that arrangements for children considered by state law as of school age will provide the number of school days required by law.

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[2]Educational guidance indicates that this is not a baby sitting service.

Reporting from Center to homes and from homes to Center is seen as essential to that understanding of the children which makes it possible to plan the program to fit individual needs. Arrangements shall be made therefore for unhurried times for parents in each family and staff members to talk together. A plan for such written reports as are desired will be worked out by an involvement group formed for that purpose.

Records will be kept of each child's progress and of the varied activities of the Center. In keeping these, consideration will be given to various means of recording, e.g., tape, movie, slides, etc. Complete records are seen as necessary for continuous evaluation and as the basis for program planning.

Services such as those needed for health care and counseling will be arranged either through provision by the Center or by coordinating arrangements with the appropriate community agency. Such food service as is needed will be provided through the school district lunch service program. Any service provided for the children or parents will be in accord with the latest scientific research findings and practices in the given field.

It is recognized that other individuals and groups than children and parents will wish to participate in the activities of the Center. Through mutual planning provisions will be made as seems advisable for observations of the children's activities by students from the upper levels of the school; for observation and possible participation by college students majoring in fields related to children, parents, family living; for research workers from various disciplines; for visitors interested in the concept of the community school, in the innovative features of the Center's activities, in the facilities provided or in various special aspects of the program. Any research provisions made shall be within the framework of the Center's regular activities rather than being specifically set up for some purpose necessitating modification of those activities.

STAFFING

The general plan for staffing is shown below:

Program Director

Having general overall responsibility for the
Parent-Child Educational Centers
(From A.S.U. Faculty and responsible
to the University in the demonstration phase only)

Center Director
(for each Center)

Unit Leader I			Unit Leader II			Unit Leader III	
Infants	Ones	Twos	Threes	Fours	Fives	Sixes	Sevens
25	25	30	35	40	45	50	50
Total 80			Total 120			Total 100*	

Teachers working with overlapping developmental groups and with parents and parent involvement groups

Estimated 75 families participating. Estimated a teacher gives average of 3 hours per week per family = 225 teaching hours divided by 40 hour week = 5 + or 6 teachers	Estimated 90 families participating. Estimated a teacher gives average of 5 hours per week per family = 450 teaching hours divided by 40 hour week = 11 + teachers	Estimated 80 families. Estimated teacher gives average 6 hours per week per family = 480 teaching hours divided by 40 hour week = 12 teachers
3 Teachers 3 Assistants	6 Teachers 6 Assistants	6 Teachers 6 Assistants
+ Teacher Aides + Parents	+ Teacher Aides + Parents	+ Teacher Aides + Parents

Total for three units 15 Teachers
15 Assistants

With other professional staff providing
Service to Visitors
Health Care
Food Service
Counseling Service
Research and Evaluation
Leadership

*The number of children here indicated should be understood to be hypothetical and is used as a base figure for purposes of indicating the plan for determining staff.

As indicated by the Chart:

A Program Director will have general overall responsibility for all Parent-Child Educational Centers. It is assumed this will be a person from the ASU faculty and responsible to the University in the demonstration phase only.
A Center Director for each Center shall be a person concerned with the overall functioning of the Center. This should be a person in sympathy with the purposes of the program; one who relates easily to both adults and children; one who is easily adjustable in meeting changing conditions, facile and imaginative in providing for them; and adept in working with public school officials and with community groups. This person should be knowledgeable in child development and early childhood education, experienced in working with children of different ages and with teachers in planning for program functioning, and skilled in handling program details.
Unit Leaders, one for each of the units, should in each instance be a person experienced in working with children and parents; in full sympathy with the purposes of the Center; interested in and willing to work with overlapping units as indicated in the continuous growth set-up of the Center; knowledgeable in child development and early childhood education; willing to work in a coordinating relationship with all staff members.
Teachers shall be properly certified for teaching in the public schools of Arizona. They should be persons thoroughly understanding of children's developmental characteristics; warm in feelings for them; cognizant of what it is useful for children to know, to feel, to do; knowledgeable in the various areas of school learnings; skilled in guiding learning; willing to work in mutual involvement with parents.

It should be noted that in the Chart the estimated number of teachers and assistants needed is based on the assumption that time will be divided half and half with children and with parents. The estimate, therefore, is in terms of the number of families involved rather than on the usual basis of only the number of children.

Parents who are actively involved in work with the children are in the groups not only to give help but to increase their parenting skills. Thus while they are of assistance with the children they can also expect interpretative discussions with the teachers.
Assistants are considered a part of the professional staff. They may or may not be certified in the state of Arizona but should have a minimum of two years of college with basic preparation in child development and/or early childhood education.

The importance of having both men and women working with the children of all ages is recognized. It is the intention that men will be included on the teaching staff and it is hoped that fathers will be available to participate in the developmental groups, as their time permits.
Aides may be employed as need indicates. They may be non-professionals in the sense of not having completed professional preparation as in the case of teachers or partial preparation as is the case of assistants. They should have a minimum of high school education and have had some experience with children of the ages of those in the Center.
Other Staff needed to provide health, psychological, psychiatric, counseling and food as well as service to visitors, etc., will be arranged for as the program develops during the pre-opening period.

An Evaluation Leader will be needed to take responsibility for continuous appraisal and reappraisal. This leadership is essential in an innovative program since there must always be the devising of ways for evaluating procedures and the effects resulting from them.
A Research Director is a paramount necessity since the Parent-Child Center is essentially a research program because of its innovative nature. (See pg 5). The Research Director and the Evaluation Leader may or may not be the same person. If there is a different person for each position the two will naturally work closely together.

In Service Training and Pre-Opening Preparation

The period of one year while facilities (see figures 2 and 3) are being built will be a time of in-service training and pre-opening preparations. Professional staff should be regularly employed. The plan for mutuality of planning will immediately begin to function.

This will be a period during which professional staff will have the opportunity to become familiar with each other's points of view and to come to a common understanding of the rationale of the Parent-Child Centers.

This will be the period, also, in which parents and professional staff, through their mutuality of planning and involvement will be working out the details of working together as well as handling the great variety of details incident to preparations for Center opening.

To facilitate the immediate functioning of this mutual involvement the Center Planning Group will be formed at once. Through the active work of this group it is natural and to be expected that parent-involvement groups will be formed from time to time for working on varied details of Center opening preparations.

There will be regularly planned seminars and workshops in which all professional staff and such parents as wish to will be included.

Here there will be examination together of findings of current research pertinent to children's learning, pooling of knowledge concerning experiments being carried on elsewhere with details suggestive for the operation of the Parent-Child Centers. There will be exploration of suitable equipment, furnishing, materials, and their selection and assembling.

There will be workshops concerned with examining, selecting, assembling, and eventually arranging materials for a Parents' Resource Center and for the Center's central work area. This will involve examination and selection of a great variety of teaching aids.

There will be plans worked out together for acquaintanceship with the children who will be coming to the Center when it opens. It will be a year of interest in children's developmental well-being and in parenting skills even though the Center location will still be in the process of building. Center activities will be developing and functioning throughout the neighborhood as parents in one home or another open the door for them. This, in itself, is a highly innovative feature of the plan--a feature by which parents,

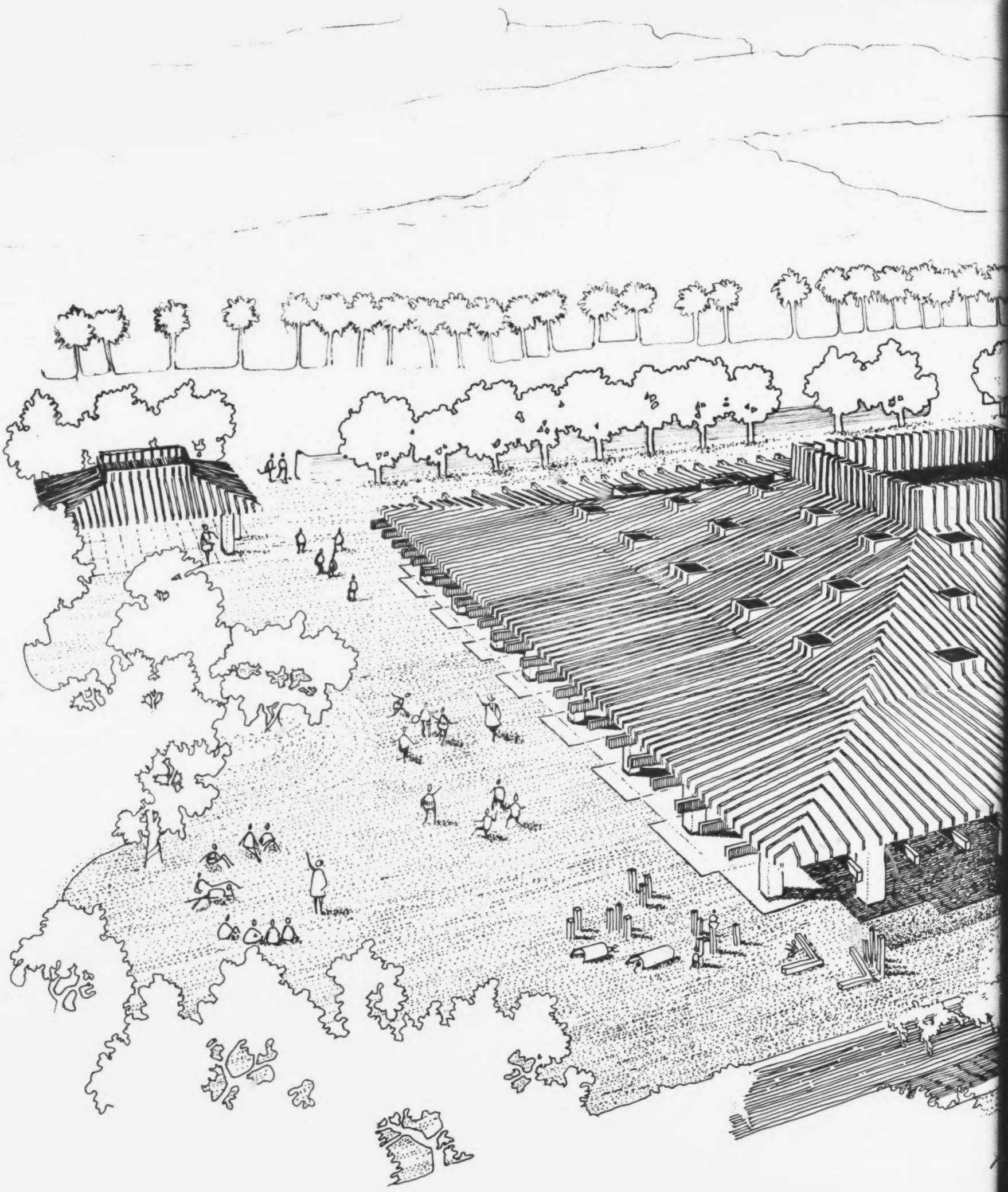
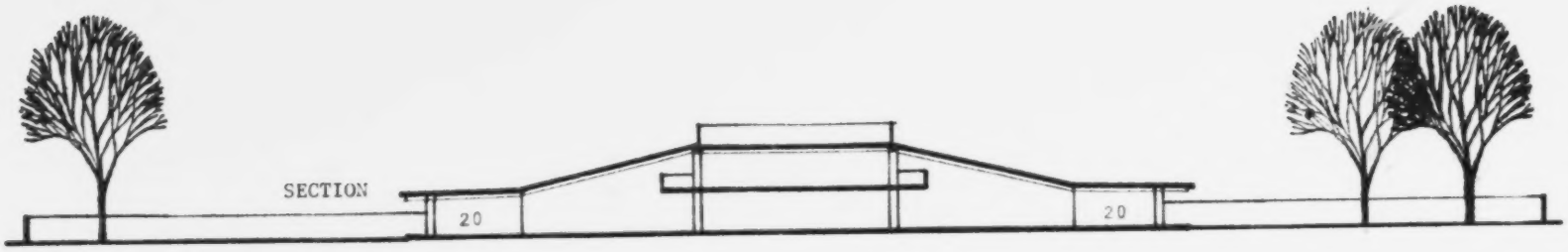
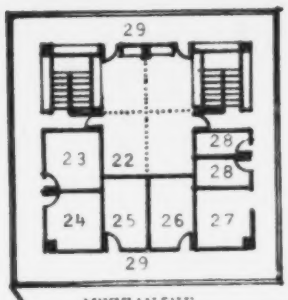


FIGURE 2. PROPOSED NEIGHBORHOOD FACILITY FOR PA

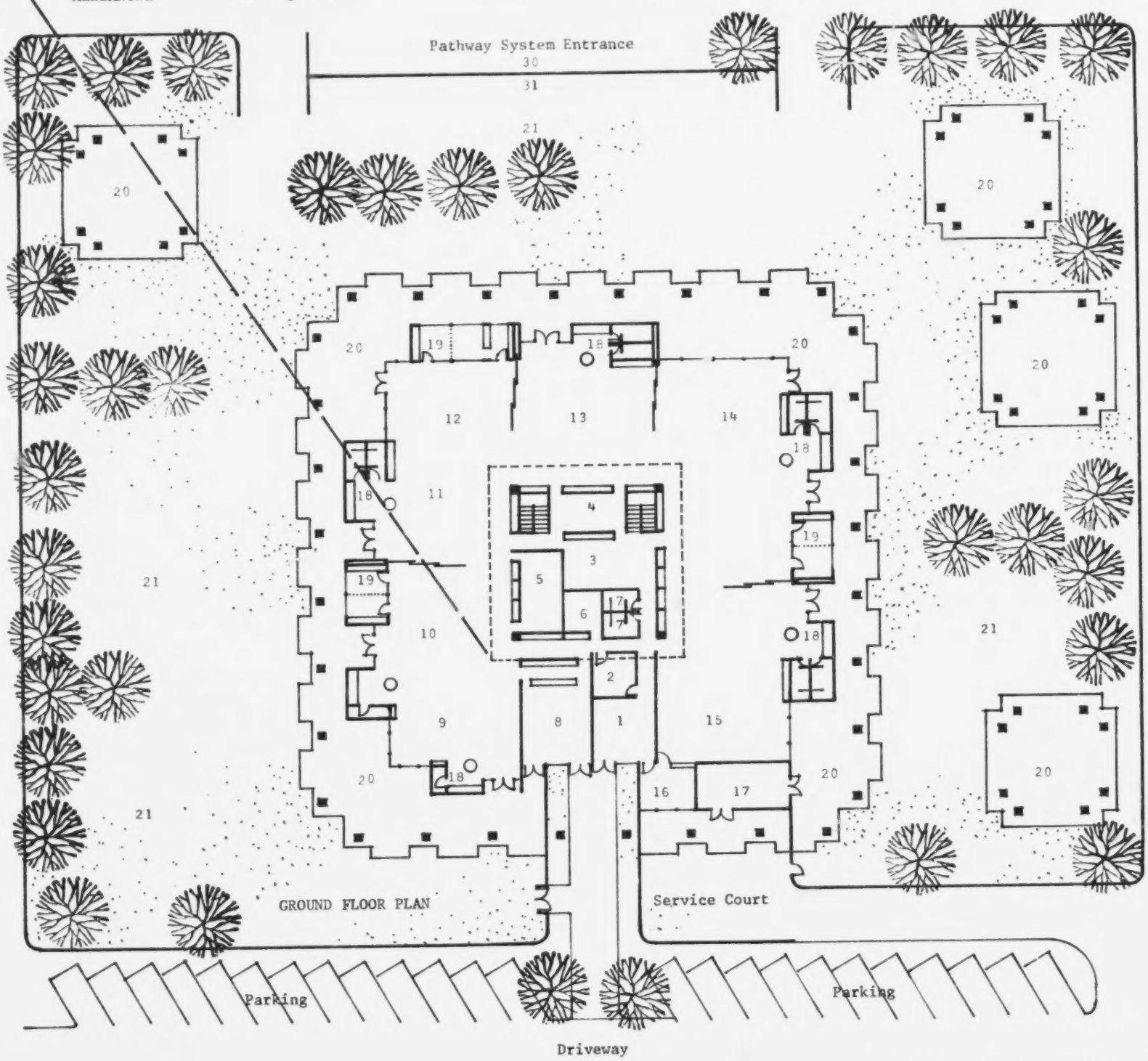
RENT-CHILD EDUCATIONAL CENTER





MEZZANINE

1. Reception
2. Director's Office
3. General Office
4. Mutual Initiative & Involvement Team Work Room
5. Health Unit
6. Conference Room
7. Adult Rest Room
8. Infants
9. Age One
10. Age Two
11. Age Three
12. Age Four
13. Age Five
14. Age Six
15. Age Seven
16. Kitchen
17. Service, Custodial & Delivery
18. W.C., Lavatory & Clothing
19. Parent-Teacher Conference & Work Area
20. Covered Instructional Space
21. Outdoor Instructional Space
22. Parent Center, Library, Resource Center & Conference
23. Social Worker
24. Conference or Office
25. Psychologist
26. Research & Evaluation
27. Staff Lounge
28. Rest Room
29. Viewing Balcony
30. Bicycles & Electric Carts
31. Animals



SCALE 1/32"=1'	FLOOR PLAN OF PROPOSED FACILITY TO HOUSE P.C.E.C. PROGRAM	June 1968	DOYLE FLYNN ASSOCIATES, ARCHITECTS, AIA PHOENIX ARIZONA	FIG. 3.

children, staff, are involved together in a program whose localized place of operation is at the same time taking form.

This year of working together in pre-opening preparations will give the opportunity for general acquaintanceship throughout the community with the possibilities of the Center's services; for gathering suggestions from the community for those services. There will be arrangements, presumably under the leadership of the Center Planning Group for counsel with community leaders, industrial leaders, labor leaders, spiritual leaders, club leaders, leaders of youth groups, leaders in various professions, and for group meetings with them and with others representing these and any other interests.

Thus the year of pre-opening preparation and in-service training becomes a time for the pooling of knowledge and skills in various areas which different staff members and parents represent; a time for coming to a common basis of understanding; a time for becoming accustomed to working together, so that by the time the facilities are completed the mutuality of involvement will be a way of carrying forward the work of the Center with which both professional staff and parents feel at ease. Further, through that mutuality of involvement the many details for program functioning will have been worked out with all in readiness for an orderly opening.

Research Possibilities for the Parent-Child Educational Centers

The fact that the program of the Parent-Child Educational Center is highly innovative suggests the need for continuous evaluation and appraisal of all work carried on by parents, children, and teachers, as well as community reaction to that program. Such evaluation and appraisal will be under the direction of the research and evaluation leader, who will give leadership regarding the way researches are designed and implemented. It is to be understood that in carrying out these studies there will be no exploitation of children or any other persons involved. Nor will the full, rich program for parents, children and teachers be modified in order to meet the convenience of research.

The following represents suggestions as to areas in which research might logically fall. Naturally, these questions will be rephrased into hypotheses for research purposes as experience and need dictate. No doubt additional questions will arise as work proceeds.

Categories of Research Relating to Parents

1. What are the attitudinal changes in parents regarding their role in rearing children after 2, 3, 4 and 5 years contact with the center?

2. To what degree is mental health improved as a result of parents becoming secure in knowledge of accepted good child rearing practices?

3. How effective is the use of tapes in follow-up interviews with parents?

4. Are parenting skills enhanced through involvement in a PCEC? To what degree?

5. How does parental involvement in the PCEC affect relationships with other children in the home?

6. What are the specific teaching strategies which parents use in the home? Do these change as a result of experience in the PCEC?

7. What is the correlation between parental evaluations of children and children's self-evaluations?

8. With what parenting skills does today's middle-class parent assume the role of parent? What is the parent's attitude toward parenthood? What are their parenting practices?

9. What specific child-rearing patterns affect achievement motivation in children?

10. Does the parent attitude toward education change after involvement in a parent-child center?

11. What is the effect of the parent involvement upon his own child's behavior in the classroom?

12. What is the effect of parent non-involvement upon his own child's behavior in the classroom?

13. Does the child whose parents are involved in the school talk more about his school activity at home?

14. What is the relationship between the child's perception of parental acceptance and the child's educational success?

15. What is the diffusion of parental involvement into middle school?

Categories of Research Relating to Children's Learning and Growth

1. What is the effectiveness of selected toys on infants learning, and on children from 2 to 5 years as related to areas of development?

2. What is the role of play in learning of young children?

3. What is the effectiveness of the various learning techniques used in the center? With infants? With children? With parents?

4. Does the continuous progress school organization enhance the development of creative thinking abilities of young children? The learning of young children? To what degree?

5. In a center where exploration is encouraged, what is the exploratory-manipulative behavior of children?

6. What is the relationship of visual perception in young children to aspects of development and learning?

7. What is the relationship between the child's self-concept and his academic social functioning?

8. What are the patterns of interpersonal relationships among children from one to six years of age?

9. What are the effects of group size on divergent thinking? On learning?

10. What is the relationship between self-initiated learning and achievement in young children?

11. What are the effects of the longer school day? School year? On academic achievement of children? On staff? On family planning for school learning of their children?

12. Does the use of various technological devices enhance learning of children? To what degree?

13. Evaluate the effectiveness of the various crib techniques in learning.

14. Evaluate the use of games as learning devices.

15. What is the effect of the early experience in the PCEC on cognitive development of children? On their scholastic achievement?

16. What affect has the PCEC experiences had upon the perceptual recognition, conceptual strategies, multiple ordering, and relational concepts development of children?

Categories of Research Relating to Professional Staff Practices

1. What are the effects on members of the professional staff of close parent involvement?

2. What attitudinal changes take place among teachers, social workers, psychologists and others after 1, 2, 3 years working in a Parent-Child Educational Center?

3. Experimentations on various methodologies in teaching the various age groups.

4. To measure attitudinal change of the professional staff relating to the continuous growth plan.

5. How quickly can teachers and social workers adjust to the proposed training programs?

Categories of Research Relating to Staff Relations--Records

1. Can an effective coding system be devised for storing information on tapes?

2. How useful are video-tapes in recording individual behavior, group behavior, and teacher behavior as a way of measuring growth?

3. What is the most effective form of record keeping?

Categories of Research Relating to Staff Relations--Relations

1. How effective is the use of students-in-training in the operation of the PCEC?

2. What is the professional growth of interns (undergraduates) trained through experience in the PCEC as contrasted to the usual student-teaching experience?

3. Is the allotment of teachers per families ratio more effective than allotment of teacher to numbers of children?

4. What is the effectiveness of the preservice training program for directors and teachers?

5. In the classroom, what are the teacher-child interactions? Teacher-aide interactions? Teacher-parent? Child-teacher? Child-aide? Child-parent?

6. What is the influence of male participation with young children?

7. What is the effectiveness of staff in-service training?

8. What are the attitudinal teacher-child relationships? Teacher-Parent? Teacher-Aide, Staff relationships? What affect has the PCEC had on these relationships?

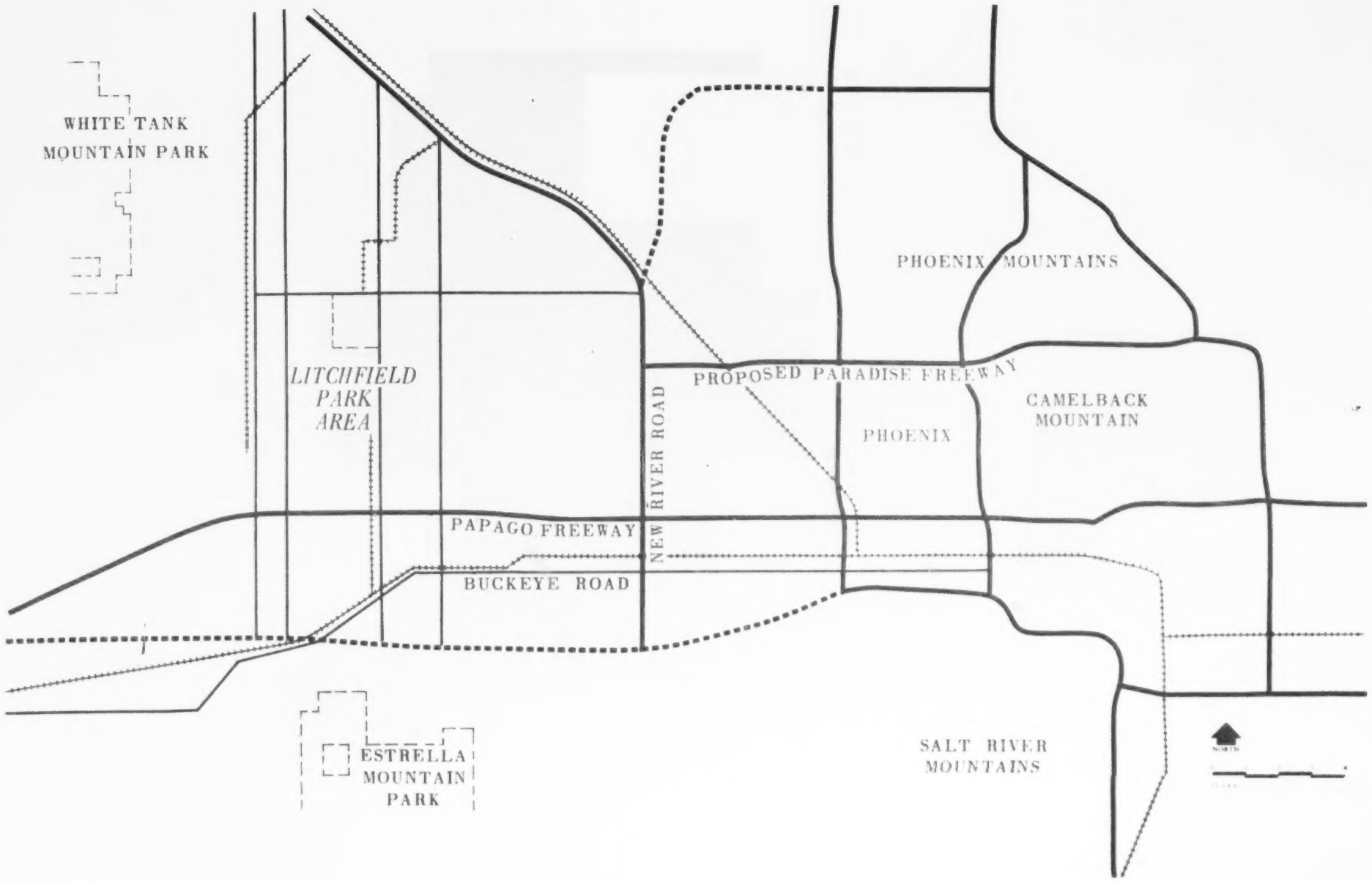
Categories of Research Relating to Other Possible Areas of Research

1. What is the community reaction to the PCEC at its initiation? After 1, 2, or 3 years of operation?

2. What are the changes in community attitude toward school as a result of parent involvement in the school?

3. What are the desired facilities to carry out the PCEC program? With parents? With children? With staff?

These Parent-Child Educational Centers can become veritable treasure houses of new insights and information as parents, professional educators, children and the community work together to improve parenting skills and provide for the developmental well-being of their children. The art of knowing and practicing should enhance the mental health of all those who participate as greater self-understandings, child-understandings and learnings unfold.


WHITE TANK
MOUNTAIN PARK
LITCHFIELD
PARK
AREA
PHOENIX MOUNTAINS
PROPOSED PARADISE FREEWAY
CAMELBACK
MOUNTAIN
PHOENIX
NEW RIVER ROAD
PAPAGO FREEWAY
BUCKEYE ROAD
ESTRELLA
MOUNTAIN
PARK
SALT RIVER
MOUNTAINS
NORTH